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ABSTRACT

There is a shortfall in the provision of guidance programs to meet the specific educational and vocational needs of girls and women in Asia and the Pacific. Unemployment rates of women are higher than those of men, the lack of articulation between vocational education and the realities of the labor market lead to unemployment, and the narrow range of educational attainment of girls and women increases their vulnerability to displacement in the wake of rapid technological change. Employer bias reinforces these factors. The Australian perspective on services for girls and women is described. From general observations as well as the Australian experience, three key areas in which interventions are necessary to improve vocational guidance and career awareness for women and girls emerged: awareness, teacher practices, and primary education. A rationale, proposed activities, expected outcomes, and resources required are provided for each of the three key areas. A framework for the improvement of educational and vocational guidance services for girls and women, based on needs, actions required, institution or agency responsible, and resource implications, is presented in the following areas: (1) planning, administration, and policy making; (2) curriculum and teaching; (3) educational materials; (4) teachers; (5) educational and vocational guidance; (6) nonformal vocational training; and (7) disadvantaged groups. Appendix 1 provides plans for 17 countries: Australia, Bangladesh, Fiji, India, Indonesia, Japan, Republic of Korea, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Tonga, and Western Samoa. Appendix 2 gives examples of teacher training units on women in nontraditional jobs, action research, and setting up a career club.) (CML)

A FRAMEWORK FOR IMPROVEMENT OF EDUCATIONAL AND VOCATIONAL GUIDANCE SERVICES

FOR GIRLS AND WOMEN IN ASIA AND THE PACIFIC

A FRAMEWORK FOR IMPROVEMENT OF EDUCATIONAL AND VOCATIONAL GUIDANCE SERVICES FOR GIRLS AND WOMEN IN ASIA AND THE PACIFIC

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC, BANGKOK, 1987

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INTRODUCTION

This publication has emanated from the report of the Regional Training Workshop on 'The Improvement of National Educational and Vocational Guidance and Career Awareness for Women and Girls' organized by UNESCO within the framework of its Major Programme II: Education for All; II.4: Equality of Educational Opportunity for Girls and Women; Sub-Programme II. 4.3: Promotion of Equal Access of Girls and Women to Scientific Studies and to all levels of Technical and Vocational Education. The workshop was organized from 5-14 November 1986 in co-operation with the Australian National Commission for UNESCO, the Australian Commonwealth Schools Commission and the Australian Development Assistance Bureau.

Twenty-seven senior-level participants and resource persons attendend the workshop from 17 countries of the Asia and Pacific region. The work done by Ms Eileen Duhs, Director of the Education of Girls Unit of the Commonwealth Schools Commission in the conduct of the workshop and preparation of this manuscript is gratefully acknowledged.

The objective of the workshop was to examine problems related to educational and vocational guidance and career awareness for girls and women with a view to:

a) identifying common problems, issues and trends in the development of and access to effective educational and vocational guidance services and career awareness for women and girls;

b) developing interventions and ways of improving existing services and provisions and suggesting practical ways and means for this purpose; and

c) studying practical aspects of improving educational and vocational guidance and career awareness for women and girls through resource input sessions and field visits to projects and institutions.

Chapter One

CURRENT STATE OF THE ART OF EDUCATIONAL AND VOCATIONAL GUIDANCE SERVICES FOR GIRLS AND WOMEN IN ASIA AND THE PACIFIC

Current situation

It is necessary to note at the outset that the terms *educational guidance, vocational guidance* and *career education* have been used in reports at times to describe overlapping areas of activity, and consequently tend to lack clarity. In some countries career education is regarded as a school-based activity while vocational guidance is viewed as an out-of-school programme located in non-educational institutions, such as departments of labour, with specific resources and expertise for the task. In many countries educational guidance, including academic and personal guidance, is considered to be the particular function of schools while in others there is no formal provision for guidance services at all.

Guidance programmes were introduced in the 1930s and 1940s in industralized countries and in the 1950s and 1960s in most of the developing countries. In the latter, competing priorities and limited resources led policy-makers to give low priority to guidance programmes in educational policy and its implementation. In several countries in the Region the need to extend *basic* education facilities to those not already attending school dominates policy orientation. Nevertheless, there is increasing awareness of the importance of guidance programmes and a number of the developing countries are currently introducing ambitious programmes.

In almost all participant countries the universities, tertiary education institutions or relevant agencies, such as the Ministry of University Affairs in Thailand, offer educational, employment-oriented vocational guidance service, since the immediacy of the transition to the world of work operates as an imperative at this stage of education. In all countries, however, vocational guidance and placement services are apt to be perceived as the special function of ministries and departments concerned with employment. Ministries and departments of labour have employment services which are utilized by educational administrations: such institutions and agencies include the National Youth Council (the Philippines and Sri Lanka); the Ministries of Manpower and Human Resources (the Philippines); the Public Employment Security Offices (Japan); and the Ministry of the Interior (Thailand).

The availability of guidance services in schools varies from country to country and appears to have some relationship to economic resources and to historical and political factors. Australia and New Zealand have specific career guidance programmes in secondary schools beginning around the seventh or eighth year of schooling. These are conducted by teacher counsellors or careers teachers who have been trained for this purpose, Fiji, Papua New Guinea, the Philippines and Thailand have timetable provision in secondary schools for one period of instruction

a week in educational guidance or career education as these are perceived to be co-extensive. This instruction, however, tends to be provided by teachers who have not had special training in the area. In Indonesia, India, Japan and the Republic of Korea educational guidance and career education are considered to be an integral part of the programme in secondary schools and school-based services are operated by trained and untrained teacher counsellors. In Malaysia, a committee for student affairs has been appointed in each school to address career and guidance matters. Bangladesh, Nepal, Tonga and Western Samoa have no special provision for guidance programmes, and rely on the informal services of classroom teachers.

The following initiatives are noteworthy: in the last two or three years Indonesia, Pakistan, Sri Lanka and Thailand have introduced pilot guidance programmes. Thailand has introduced an experimental model of vocational guidance development in a sample of elementary and secondary schools; Indonesia is developing guidance and careers packages for classroom teachers in selected secondary schools; and the Open University in Pakistan has introduced a pilot programme, through a student advisory cell, which utilizes distance education techniques.

In countries where guidance programmes are offered, they commonly include components such as data collection and the maintenance of records, the provision of occupational information and individual counselling and, in a few instances, placement in higher education institutions. Careers weeks and visits of resource persons or visits to places of employment are also arranged. In some countries the curriculum has special programmes that have a vocational bias. Examples are work experience programmes in Australia and Papua New Guinea; work exploration in New Zealand; and Socially Useful Productive Work and Vocationalization of Education in India. New Zealand also has intervention programmes or transition courses for school leavers. Very few countries have introduced guidance-related material or programmes in primary schools.

The training of guidance personnel has not often been geared to meet the demand of these programmes. University education and teachers college courses tend to provide for a course in guidance and counselling as a component of the total teacher education. Specific in-service training appears to be provided only in Australia, India, Japan, Malaysia, New Zealand and Papua New Guinea. Participants from developing countries reported that the supply of trained personnel is inadequate for implementing extensive guidance programmes in schools and that classroom teachers are generally used for guidance.

Relevance of services to the problems and needs of girls and women

There is a shortfall in the provision of guidance programmes to meet the specific educational and vocational needs of girls and women. Most countries do not take into account such needs, despite the fact that during the United National Decade for Women, awareness of the multiple roles of girls and women has increased. In this respect the impact of the Decade is perceptible only in a very few countries. There have been some developments in distance education for women through the Women's Division of the Open University in Pakistan, and in the appointment of teacher counsellors to assist the special UNICEF programme for the education of

girls and women in Nepal. But guidance programmes in general have responded to the stimulus provided by the Decade only in a few of the participant countries and, even then, change has been isolated rather than system-wide.

In Australia, affirmative action policies, the preparation of new resource materials, and efforts to change teachers' stereotyped perceptions have been a priority of equal opportunity units established by education authorities. Nevertheless, it has been reported that there appears to be little co-ordination between the programmes introduced by equal opportunity personnel and those offered by careers guidance teachers.

In New Zealand, the United Nations Decade stimulated a re-examination of the nature of educational and vocational guidance programmes for girls, emphasizing subject and vocational choices and achievement. As a result, since 1977 relevant career education resource materials have been prepared and affirmative action programmes introduced.

Guidance programmes in most countries, however, have yet to be directed at promoting equality of opportunity for girls with boys in access to post-school training or in entry to the labour market.

Areas and issues for concern

Despite the absence of any link in most countries between goals for guidance programmes and concepts of gender equality, several issues surfaced from the presentations and discussions that are relevant to the content of guidance programmes and to future programme formulation and implementation. It was clear that even in countries where equal access to education is formally assured – as in Australia, Fiji, Indonesia, Japan, the Republic of Korea, Malaysia, New Zealand, the Philippines, Sri Lanka and Thailand – in practice, outcomes for boys and girls in academic achievement, personal development and employment opportunities are different. Educational, vocational and career guidance strategies were seen to be crucial in overcoming these differentials.

It was reported by most participants that the unemployment rates of women are higher than those of men (more than double in some countries), that the lack of articulation between vocational education and the realities of the labour market lead to unemployment as well as to the shortage in some skills, and that the narrow range of educational attainments of girls and women increases their vulnerability to displacement in the wake of rapid technological change. Reinforcing these factors is the bias of employers who offer jobs on the basis of their notions of gender appropriateness.

In the area of vocational training, the access of girls and women to programmes that lead to remunerative employment is circumscribed by the influence of gender role stereotypes, the provision of training facilities and on-the-job preferences of girls and women themselves. The qualifications women gain do not equip them for employment in expanding areas of technical and skilled employment.

A framework for the improvement

Some constraints originate in the school where curriculum differentiation in some countries and the 'home economics syndrome' prevent girls from acquiring basic technical and scientific skills in secondary schools. Gender differentiated child-rearing practices and pre-school activities tend to create differences in skills and achievements of girls and boys at the point of entry to primary schools. Primary education programmes can combine with the socialization process to reinforce gender differences and create negative self-images in girls, perpetuating low levels of achievement for many, especially in technical, mathematics and science subjects.

It was also reported that while there is a growing trend towards the introduction of guidance services at secondary level, in many countries the high drop-out rate of girls during the years of primary schooling means that many girls do not benefit from or have access to these services.

It is apparent that guidance programmes in secondary and further education and guidance-oriented components in the primary education curriculum should include intervention programmes to:

a) counter the influence of gender role stereotyping, socio-cultural norms and behavioural expectations on the attitudes of parents, teachers and administrators;

b) increase the self-confidence and expand the self-concept of girls themselves;

c) introduce information on non-traditional occupations, the diverse economic activities of women, the sharing of household tasks and responsibilities, and gender equality in the family and the labour market; and

d) provide opportunities for girls to acquire skills in male-dominated areas.

Chapter Two

AUSTRALIAN PERSPECTIVE OF EDUCATIONAL AND VOCATIONAL GUIDANCE SERVICES FOR GIRLS AND WOMEN

While cultures and education systems vary between and within countries, the specific needs of women and girls remain largely constant. Education officers responsible for promoting equal outcomes for girls in the education systems of the Australian states identified needs and presented the approaches used to address them to the participants of the regional training workshop.[1] It was noted that these needs and approaches have universal relevance and are capable of adaptation and application in other cultural systems and contexts.

The following major points emerged in discussion which followed the presentations.

Primary level

Mathematics. Research studies provide information about girls' attitudes to mathematics and the difficulties they face in studying it. For example, an analysis of text books has revealed sex bias; other studies have revealed differences in the mathematics abilities of girls and boys; and it has been shown that girls perform less well than boys in problem-solving, algebra and exercises involving spatial ability (especially in co-educational competitive settings). Teachers must be aware of these findings if they are to intervene effectively to assist girls. The South Australian Department of Education has compiled an extensive mathematics research bibliography to provide teachers with this information.

Interventions – Special provisions are needed for the personal and professional support of teachers dealing with issues related to girls in primary schools in order to foster teachers' motivation and commitment to change. It is particularly important to address the specific needs of girls whose educational disadvantage is compounded by a socio-economic, language or ethnic background which inhibits their ability to participate in mainstream social and economic life. Interventions through, for example, committees, newsletters, the keeping of journals and network meetings are effective.

Intervention programmes are needed to provide 'girls only' discussion sessions for girls to deal with their feelings about themselves, their bodies, their friends and families, their strengths and abilities, and their potentials in order to increase self-awareness and self-esteem.

As the media is effective in informing the public about school efforts, local radio, displays and noticeboards should be used to keep the community informed.

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[1] Regional Training Workshop on the Improvement of National Educational and Vocational Guidance and Career Awareness in Women and Girls, 5-14 November 1986

Secondary level

Interventions are needed to develop school policies and create teacher understanding of anti-discrimination legislation and similar formal mechanisms which may support school initiatives to assist girls. School schedules and timetable clashes which influence the access of and participation by girls in different subjects need to be reviewed and curriculum advisory committees should be required to examine and modify the curriculum to eliminate sex bias. Information in vocational and careers classes about new and changing employment opportunities for women should be provided as should opportunities for teachers and specialist vocational staff to meet with parents and their daughters about careers.

Technical and further education

A range of courses is required to meet the needs of different groups of women and girls.

Personal skills and confidence-building courses are needed for:

a) girls who have been unemployed for a long time, are facing entry to work, and are in need of encouragement;

b) older women who have lost confidence during a period of unemployment or during an absence from paid work for child-bearing;

c) women from language backgrounds other than the dominant one who need to be provided with language classes at work or interpreter services; and

d) women and girls about to undertake apprenticeship/trade skill training programmes, especially in new and non-traditional areas of employment. (Introductory/bridging courses to establish confidence and commitment are necessary and the use of successful women as role models e.g. in electronics, plumbing, is helpful.)

Incentives are needed to encourage employers to employ and train women in male-dominated fields. Governments can encourage this through subsidies in the early stages. Male college staff members in male-dominated technical and trade areas must be educated to understand women's needs and issues and child care facilities should be available to assist women – and men – to participate fully in classes provided. These interventions have implications for the funding of buildings and for the training of sufficient, qualified staff for child care.

Special groups

Groups considered included young unemployed and discouraged job seekers; girls of non-dominant language backgrounds for whom language and cultural differences sometimes constrain career aspirations, and educational and employment prospects; Aboriginal women and girls whose cultural background influences access, participation and outcomes in education and employment; and isolated rural women and girls for whom low participation rates and a more restricted curriculum and range of educational services, present particular difficulties.

Emphasis was placed on interventions, including courses which build confidence and self-esteem; help in identifying job vacancies, putting together job applications and coaching for job interviews; provisions for labour market related skills training; the provision of language training in supportive and culturally appropriate environments; and the elimination of racism and of paternalistic attitudes in educational materials.

Special support needs to be given to students and school leavers who experience conflict between the culture of their parents and that of the dominant society. For example, the employment of Aboriginal teachers and teacher aides and the use of Aboriginal languages in Aboriginal communities are needed to preserve Aboriginal culture and foster community respect for Aboriginal culture and heritage.

Special careers evenings to enable parents of girls in specific groups (e.g. Aboriginal, migrant, non-English speaking background) to meet guidance counsellors and teaching staff are already offered and a mobile resource unit staffed by trained careers personnel to provide women and girls in remote and isolated areas with career information is in operation.

Special work experience and job placement programmes, liaison and collaboration with employers and trade unions to create job opportunities, and the use of media campaigns (especially radio and television) in the ethnic media to inform women and girls of the support services available to them can create a climate of opinion favourable to their employment. Reports on successful interventions can be circulated widely with a view to their replication.

Working with parents, employers and the community

Models for collaborating with parents, employers, trade unions, and community groups were offered. They included:

a) bringing parents closer to schools – much resistance to change can be overcome by helping parents to become familiar with issues and comfortable about approaching the school as an institution, e.g. by examining school leaver survey results with parents to establish the local picture and to broaden parental understanding and girls' further education and work aspirations;

b) arguing the importance of women being members of decision-making bodies (such as school councils at the local school level) to influence policies around girls' education;

c) conducting careers seminars for parents and their daughters entirely in the language of participants with role models in non-traditional jobs from the cultural group and not necessarily using the school as the venue;

d) arranging talks to local employers in their clubs and associations; and

e) establishing support groups and networks of women and girls through employer groups and unions for those working toward change, particularly in non-traditional areas.

Neighbourhood centres

The experience of a neighbourhood house in a suburban community in Melbourne provides an example of the benefits of such centres for women and girls. In Australia these centres, or houses, have been used mainly for adult education, but they have a wider application for girls with little or no formal education. They provide opportunities for the acquisition of skills and knowledge in a supportive environment. The centre is usually a house in the local town or suburb, staffed by women and with facilities available to all women in the community. The centres aim to build the confidence needed to undertake training or formal study or to seek paid employment; to assist in the acquisition of educational qualifications; and to develop creative skills and expression in craft, literature and the arts.

Chapter Three

IDENTIFICATION OF KEY AREAS FOR IMPROVEMENT OF EDUCATIONAL AND VOCATIONAL GUIDANCE SERVICES AND DEVELOPMENT OF TRAINING MATERIALS

From the analysis and synthesis of the current state of the art and the Australian perspective, the following three key areas in which interventions are necessary to improve vocational guidance and career awareness for women and girls emerged:

1. awareness;
2. teacher practices; and
3. primary education.

Vocational guidance and career awareness are not generally viewed as priorities in education and that this particularly disadvantages girls. However, governments are increasingly aware of the need to match educational and vocational training more closely with labour force demands to promote national development.

Experience contributed to the view that unless specialist guidance and career awareness provide classroom teachers, parents, employers and all students with an appreciation of the special needs of and influences on girls and women, little will be achieved; awareness is the first step.

The disadvantages which girls and women experience deny the development of their full potential and thereby constrain the application of human resources toward the goals of national development. When people are aware of the link between the enhancement of women's capabilities and national development the need for changes in education to accommodate girls' needs is more readily appreciated and accepted, and interventions can be introduced at the system or regional level.

The way teachers and schools present the curriculum to students and interact in the teaching/learning situation communicates values and expectations to students which may have an impact that teachers are not aware of and yet which strongly influence the career aspirations and decisions of students. In particular, the pervasive influence of sex role stereotyping and societal expectations constrain the development of individual abilities on a sex basis. It is therefore considered that the influence of teacher and school practices is a priority consideration at all levels of education and particularly during the formative primary years.

The important influence of teacher practices combined with the goal of the provision of primary education for all in a number of participating countries contributed to the nomination of the focus for the third training unit on primary education.

A framework for the improvement

The training units have been developed with the view that the basic issues they are designed to address are of such importance that their inclusion as an integral part of day-to-day teaching practices is warranted.

The units have been prepared for adaptation as either single activities or as larger components within existing programmes. Content will vary to reflect the circumstances within existing programmes and of recipient groups, but the processes and strategies proposed will continue to remain applicable.

Examples of training units related to the three key areas of concern are presented below:

Awareness unit

There is a need to create an awareness of the needs, specifically of girls and women, in educational and vocational guidance at all levels involving policy planners, educational administrators, school principals and managers, school staff, employers, parents and the students themselves.

Rationale

a) There is a general ignorance about the benefits of education and the advantages of sending girls to school;

b) There is a lack of positive attitudes towards various kinds of work;

c) The existence of occupational sex stereotypes creates barriers to girls' entry into the world of work, more so in jobs involving manual skills although this particular inhibition is not universal;

d) The existence of negative social attitudes towards career women creates barriers to girls' entry into the world of work;

e) There is a lack of understanding about the special needs of girls and women;

f) There is a lack of understanding among girls and women regarding careers and vocations open to them;

g) There is a need to modify the sex-specific delimiting self-concepts prevalent among girls and women; and

h) There is a limited number of female role models engaged in occupations traditionally dominated by men.

Aims. The aims outlined below refer to all target groups and cover all levels of education. Programme organizers need to consider the felt needs and possibilities at the time and the context for implementation.

a) To create an understanding of the potential existing among girls and women, and to provide orientation to possibilities and job opportunities for girls and women in the world of work;

b) To review all curriculum for sex bias and implement non-sexist curriculum at all levels of education; and

c) To set up committees to review the existing curricula and textbooks to eliminate sex bias.

Proposed activities

1. Orientation programmes and workshops for curriculum planners, principals and managers such as a 2-3 day workshop/seminar providing a general background in guidance and the special needs of girls, and the guidance strategies relevant to these should be arranged at which plans for future action should be made.
2. Instructional materials for use in workshops need to be prepared covering the philosophy of guidance, existing government policy, the changing perceptions of women's role, and changing trends in the education and employment of women and girls. Publications containing information on careers and job opportunities should also be identified.
3. The media should be utilized for such purposes as interviewing successful career women and conducting career talks. Articles on women's participation in and their experience of paid work should appear in magazines and newspapers.
4. Meetings should be convened by principals for local employers and communities to promote favourable attitudes and conditions for female employment and to co-opt these people to the desired goals.
5. Awareness of the importance of strengthening those agencies and services which provide educational and orientation programmes for girls and women both in and out of school should be created. This would include conferences, career days and field visits, and liaison with informal and external bodies with a role or interest in the area of career guidance and employment.
6. Curriculum experts' committees should be established at various levels of education consisting of policy-makers, curriculum and guidance specialists, textbook writers, and representatives of employers and teachers' unions as well as parents. In reviewing curricula, the committees should have the following among their terms of reference: to review all texts and guides and suggest elimination of bias; review pre and in-service programmes; and suggest the integration of career awareness and education in school curricula.

Expected outcomes. A network of guidance services at various levels would be established, together with follow-up national and regional workshops and evaluations. Women and girls would increasingly participate in the world of paid work, especially in non-traditional occupations, and social attitudes towards 'women's place' and 'women's work' would broaden.

Resources required. Qualified personnel would be needed in the area of educational and vocational guidance along with funds and facilities to organise

programmes and service committees. There would be a need for co-ordination with other agencies to gather materials and software.

Teacher practices unit

Rationale. Throughout the region the role of women is changing and more women are seeking paid employment outside the home. It is therefore necessary to make teachers aware of this fact and thus enable them to develop the full potential of girls with regard to career aspirations. Together with parents, teachers provide a very important influence in developing girls' attitudes to careers and the world of work.

In all countries in the region women occupy a narrow range of jobs involving low pay and low status e.g. factory work; service work (cleaning, domestic help); sales (shop assistants); clerical work (typing); labouring and farming.

In order to ensure greater equality of opportunity for girls and women, trainee teachers must be made aware of the special needs of girls in education.

If teachers at both the pre and in-service levels have accurate labour market information, they can be encouraged to use it with sensitivity to meet the individual child's needs. If they are made aware of the importance of subject choice at the secondary level and the fact that maths and science subjects are important for so many career areas, they can guide girls into more appropriate subject combinations for a wider career choice.

Initially, key personnel in the education system (i.e. senior administrators, principals, head teachers, district supervisors, regional guidance officers and maths/science/technical teachers at the secondary level) should have in-service training on the issue of girls' special needs in education. This should be extended to provide every teacher with opportunities to participate in in-service training on the issue. All trainee teachers should have this unit as a compulsory part of their pre-service training. Trainee teachers in a particular subject area can be encouraged to see their subject in relation to the world of work; for example, cooking in home science can lead to employment in the tourist industry, physics to the computer industry, and so on.

It is recognized that not all schools will have a qualified vocational guidance officer and it therefore becomes the responsibility of all teachers to take part in career awareness activities and vocational guidance.

In many countries in the region the education hierarchy is male dominated despite the fact that the majority of teachers are women. This predominance of men at top management levels means that girls do not see women as role models in leadership positions and that their vocational needs are often dealt with insensitively.

Aims

a) To make teachers aware of the changing role of women in their society and enable them to develop skills to maximize the benefits of education

and realize their full potential. They should also be aware of the disparate results of education for girls and boys.

b) To make teachers aware of the need to bring the community into the education process and to involve resource people in vocational guidance and career awareness.

c) To equip teachers with the necessary skills to develop a guidance unit co-operatively and under the direction of a vocational guidance officer so that career awareness or instruction is not 'marginalized' as the sole responsibility of the guidance officer.

Proposed activities. Depending on the target group participating in the units, some activities would be given more emphasis than others but would include:

1. a destination survey from the school population comparing 'drop out' rates for girls and boys and any imbalance in the career paths between girls and boys;
2. examination of the school timetable for subject offerings and any clashes which might channel girls into a particular subject combination;
3. analysis of curriculum materials for sex bias and sex role stereotyping and the development of alternative practical strategies for introducing non-sexist materials;
4. discussion of classroom dynamics and quantification of the use of school resources (playground, library, interaction time, etc.) and sex differentials therein;
5. development of participatory models for teachers to identify problem areas and methods;
6. conduct of research on the labour market situation in the local area;
7. compilation of a register of women in non-traditional jobs to serve as role models in career talks;
8. a survey by students and teachers of their own community analysing who does which jobs and why, and the development of strategies for overcoming any imbalances identified (these may include lobbying for new legislation, changing selection procedures, encouraging women to be office bearers and serve on committees, etc.);
9. collection of data on life patterns – why and when women leave or join the workforce, maternity leave provisions, what kind of women and how many work in traditional and non-traditional jobs, career changes and varying opportunities for women according to location, education level, marital status;
10. conduct of a survey of a parent group on attitudes to their children's career aspirations identifying whether there is bias, realism or optimism in regard to their daughters and sons;
11. where feasible, acquisition and use of a range of vocational guidance inventories and check lists in relation to aptitudes, abilities and interests;

12. production of an audio or video tape of a woman in a non-traditional job (see Annex II A for outline of interview);
13. conduct of a case study of a young woman in a non-traditional job. Parents should be part of the study where possible (see Annex II A);
14. practical experience as part of a vocational guidance team eg. through an action research programme (see Annex II B); and
15. examination of existing career facilities in the practice teaching school and design of a career awareness programme or activity such as a career club (see Annex II C).

Expected outcomes. As a result of the activities above, trainee and on-the-job teachers should become sensitive to and skilled in meeting girls' needs in the area of career guidance. They should be able to analyse social processes and trends which affect their students' future and subsequently generate positive strategies (internally and externally) with which to extend or alter the possibilities for girls in the world of work.

Generally, teachers should be familiar with vocational guidance tests and be able to both use and create resources with which to counter girls' disadvantages in this area. The extent to which students and teachers are involved in the process of awareness, analysis and the development of new methods and strategies to effect change will no doubt determine the success of it.

Resources required. Field trips should be arranged to see employers, unusual occupations, and so on. Electronic and print media available should be utilized (e.g. books, pamphlets, tapes, video, film strips, overhead transparencies).

Personnel and programme materials need to be allocated for pre- and in-service training and workshops, and interviews and exhibitions conducted.

Primary in-service education training unit

Rationale. Country reports and subsequent discussions indicated that primary education is a relatively neglected area in guidance programmes. In several countries in the region, however, the majority of school-going children complete their formal education before or at the end of the primary school. Studies have also shown that attitudes have been formed and gender differences in attainment manifested in the early years of education and that intervention programmes should therefore be introduced in the primary school.

As guidance-oriented material is incorporated in subjects in the primary school curriculum, the role of the class teacher in the primary school as a catalyst or 'facilitator' becomes crucial. The magnitude of the task and the urgency of the problem requires on-the-job training of teachers.

Aims

General objectives

To orient primary school teachers and to equip them with skills to develop in children an awareness of their own potential regardless of gender, and to promote equal educational opportunity for girls and boys.

Specific objectives

a) To provide knowledge and information to teachers about issues related to girls and women and, where possible, change perceptions of teachers regarding gender stereotyping of behaviour and expectations;

b) To equip teachers with skills which are free of gender bias in order to enable them to change socialization practices where necessary and to use appropriate methods and materials for this purpose; and

c) To assist teachers to work with parents to make them aware of stereotypes which influence child-rearing practices, their aspirations for their children and the use of resources for this purpose.

Proposed activities. It should be noted that these activities are based on the assumption that a range of educational materials based on the programme's objectives have already been produced such as posters, photos, pamphlets, work sheets, audio/video cassettes, films, and radio programmes.

A workshop outline is presented for 20-30 primary teachers and principals from a group of schools for an initial course of one week and follow-up for two or three days after six months. The workshop could be organized by the curriculum development unit primary section, in conjunction with the guidance unit within a ministry/department of education, drawing upon resource people from women's units and/or women's organizations. A participatory method and style forms the basis of the workshop model which can be replicated in different localities and at different levels.

The following programme provides suggested outlines for two proposed workshops:

Programme workshop I (one week)

Day 1

1.1 Introductory session. Role play leading into free discussion by participants on general issues of workshop in relation to own experience and environment which should serve as an ice-breaker.

1.2 Resource people's inputs and discussion

a) Facts and figures relating to status of women,
b) Development patterns of young children based on research studies, and
c) Child-rearing practices and implications for children.

Day 2

2.1 Discussion of criteria to review and examine existing educational materials for gender role stereotypes.

a) Group Work. Examine and identify materials and stereotypes, e.g. readers, text books, supplementary materials, audio-visual aids.

2.2 Mass media – similar exercise with examination of mass media.

Day 3

3.1 New non-sexist materials introduced by resource people from curriculum development unit.

a) Group work to develop local resource materials.

Day 4

4.1 Resource people's inputs and discussion.

a) Participation of girls and boys in school organization/practices, e.g. assemblies, sports, extra or co-curricular activities, allocation of student responsibilities, and

b) Classroom practices and teacher/pupil interaction to avoid gender bias.

Day 5

5.1 Group/pair/individual.

a) Development of sample lesson units, for example:

i) increasing girls' self-esteem,
ii) use of positive role models in or outside the classroom,
iii) improving spatial skills/problem-solving among girls,
iv) increasing career awareness in non-traditional areas,
v) interacting with parents on gender-related issues, and
vi) equitable gender relations within the family.

b) Possible methods include:

i) role play/drama,
ii) practical activities/'hands-on', and
iii) projects.

5.2 Evaluation of workshop and outline of follow-up model over next six months.

Programme workshop II (2-3 days)

Day 1

1.1 Report back by teachers on usefulness of new materials.

a) Effectiveness of teaching methods;
b) Changes in school organization;
c) Practicality of lesson units;
d) Responses of children, other teachers, parents;

e) Problems encountered;
f) Own perceptions of issues; and
g) Innovations introduced by teachers on own initiative.

Day 2

2.1 Resource input on new material, issues, methods.

2.2 Revision where necessary of materials, lesson units, etc.

Day 3

3.1 Develop models on in-service training unit on these issues for teachers in own schools.

a) Expected outcomes:

i) Teachers – increased awareness, changed perceptions, developed skills pertaining to gender equality in education;

ii) Children – increased self-confidence among girls; greater understanding of concept of equal partnership girls/boys, women/men; reduced gender disparities in educational attainment; increased career awareness of a wider range of employment opportunities;

iii) Parents – greater awareness of educational needs of girls and boys;

iv) Educational materials – increased production of both national and local non-sexist educational materials; and

v) Educational administrators: curriculum developers – Increased insight into educational changes to promote equal opportunities.

b) Resources required:

i) Trained facilitators/workshop leaders;

ii) Allocations from within existing in-service training and curriculum unit funding for programme and educational materials;

iii) Additional resource materials/personal input from women's organizations;

iv) Employment, publishing and other organizations in both public and private sectors for both resource materials and personnel input.

Chapter Four

DEVELOPMENT OF A FRAMEWORK FOR IMPROVEMENT OF EDUCATIONAL AND VOCATIONAL GUIDANCE SERVICES FOR GIRLS AND WOMEN

Some helpful guidelines on improvement of educational provisions, access and participation for women and girls in the guidance/career area are presented below on:

a) the review and analysis of the current situation in a given education authority;

b) the modification of curriculum to meet girls' needs; and

c) the identification of relevant issues to be addressed in training programmes for teachers in pre-service, in-service and non-formal training programmes.

Priorities have not been attached to the suggested actions. It is anticipated that systems will set priorities appropriate to national needs. For each of the proposed actions, an institution or agency is identified as having financial responsibility. Ideally, a division or unit within, for example, the relevant Ministry should be identified. Again, it is anticipated that Ministries and systems will vest responsibility for implementation in the appropriate functional unit, e.g. publications unit, for the production and dissemination of materials.

The 'resource implications' column of the guidelines refers often to the 'reallocation' of funds. It is anticipated that current activities and programme plans in many cases could incorporate various actions proposed and that 'reallocation' of funds available will therefore accommodate needs. In other areas, a new or increased funding or personnel allocation will be required.

Guidelines for the improvement of educational and vocational guidance services and career awareness for women and girls

Planning, administration and policy making

Needs	*Action required*	*Institution/agency responsible*	*Resource implications*
Creation & strengthening of awareness of the particular career & guidance needs of girls & women among policy makers, school administrators, curriculum planners & textbook writers.	Orientation programmes/workshops/seminars. Preparation of background & information materials for use in the workshops. Use of multi-media & preparation & acquisition of relevant print, audio-visual materials & software. Training & retraining of resource personnel.	Ministry of Education.	Qualified resource personnel. Reallocation of funds in educational budget. Contributions from government & non-government, national & international agencies.
Creation of infrastructure at policy planning & management level.	Establishment of guidance cell/unit at Ministry, department, regional, provincial, district & school level, including teacher training colleges.	Ministry of Education.	Trained personnel. Physical facilities. Reallocation of funds in the budget at respective levels.
Establishing &/or strengthening of vocational & educational guidance services at primary & secondary levels.	Creation of positions & appointment of teacher counsellors in schools. Training & retraining of teacher counsellors. Development of materials for teacher counsellors.	Ministry of Education. Ministry of Labour.	Allocation of funds. Reallocation of funds in teacher training institutions on a priority basis. Provisions for study leave with salary support.
Teachers trained in guidance & counselling at primary & secondary levels.	Selection & training of resource personnel. Organisation of intensive learning programmes.	Ministry of Education Teacher training institutions Ministry of Labour	Appointment of qualified personnel. Priority access to funds.
Availability of trained key personnel.	Selection & training of key personnel, including policy planners, curriculum & textbook writers, & school principals.	Ministry of Education	Funds for training in & outside the country. Provision for study leave with salary support.
Development of specialised courses on counselling & guidance.	Identification of elements of specified courses for guidance & counselling. Establishment of courses within Ministries, colleges & other institutions.	Ministry of Education.	Educational & vocational guidance personnel. Physical facilities of institutions. Funds for running courses.

Planning, administration and policy making

Needs	*Action required*	*Institution/agency responsible*	*Resource implications*
Co-ordination within government & non-government agencies.	Establishment of contacts & linkages with other governmental & non-governmental agencies & Ministerial levels.	Ministry of Education, Ministry of Labour, Non-government agencies.	Collaboration in programming & resources allocation.
Educational & vocational guidance as a subject in school curriculum & in teacher training curriculum.	Introduction of educational & vocational guidance as a core subject in the curriculum of teacher training institutions.	Ministry of Education, Teacher training institutions.	Trained career education teachers. Allocation of funds in training institutions & schools.
Creation of special out-of-school guidance programmes for women & girls.	Development of guidance kits & programmes by voluntary organisations in co-ordination with guidance bureaus.	Non-government agencies. Ministries of Labour & Education.	Co-ordination with voluntary organisations.
Promotion of research on women & girls in education & employment.	Identification of research needs, planning & conduct of research programmes, & dissemination of findings.	Ministry of Education, Universities, Research institutes, Ministry of Labour.	Reallocation of funds in the budget of univesities & research institutions. Facilities for dissemination of findings.
Evaluation & monitoring of achievements & of the effectiveness of interventions.	Establishment of mechanisms for reporting, monitoring & disseminating information.	Ministries of Education & Labour.	Reallocation of funds for evaluation, printing & disseminating information.
Dissemination of information on successful projects.	Reporting by schools. Publications for dissemination to schools which describe successful models for interventions.	Ministry of Education.	Allocation of funds for print materials for schools.
Creation of awareness among parents & community about the potential special needs & changing role of women & girls & the importance of equality of opportunity in education & employment.	Use of multi-media. Establishment of parent/teacher associations & preparation of materials for their information (eg. organising career days, displays, talks, etc.)	Ministries of Education & Labour, National Broadcasting Service, Schools.	Role models. Reallocation of funds. Career information materials.
Development of favourable attitudes towards non-traditional careers for women & girls.	Provision of in-service programmes for all educational administrators.	Ministry of Education.	Reallocation of in-service funds.
Production of non-sexist career information materials.	Preparation of non-sexist career information materials for teachers, parents & students.	Ministries of Education & Labour.	Allocation of funds for the development & printing of materials.

Curriculum and teaching

Needs	*Action required*	*Institution/agency responsible*	*Resource implications*
Changing gender-based curriculum differentiation.	Policy statement on equal access for all (boys & girls) to course options. Compulsory core curriculum (Language, Maths, Science & Social Science, Practical & Life Skills, Physical Education) up to age 15 years. Restructure timetable to enable equal access.	Ministry of Education.	Increase in numbers of trained personnel & facilities to combat sex stereotyping.
Increased participation of girls in wider subject choices.	Pre-service & in-service training of teachers and guidance personnel in awareness & skills.	Ministry of Education Teachers colleges.	Trained personnel, statistics & materials.
Introduction of career education & re-orientation of programmes to include special needs of unemployed girls & girls whose opportunities are restricted by lack of marketable skills.	Policy statement on provision of relevant & up-to-date materials relating to changing roles of women & changes in labour market. Establishing linkages with employers, especially in non-traditional areas.	Ministry of Education. Curriculum development units. Ministry of Labour. Employees & Trade Unions.	Reallocation of resources.
Avoidance of practices in school organisation that reinforce gender stereotyping.	Examine & change where necessary (e.g. leadership roles, extracurricular activities, sports, etc)	School administration. Teachers.	

Educational materials

Needs	*Action required*	*Institution/agency responsible*	*Resource implications*
The elimination of gender bias in curriculum materials for students & teachers. The promotion of a more positive image of women & the value of women's contribution to society.	Curriculum development workshop to review & revise existing materials, & to prepare new relevant materials (e.g. textbooks, readers, teaching aids, supplementary materials for parents & teachers.)	Curriculum development Units Teachers' colleges. Private publishers Teachers.	Allocation of funds to produce resource materials.
Increased production of educational & vocational guidance materials.	Prepare interest inventories & aptitude tests & occupational information.	Curriculum development units Guidance units. Ministries of Education & Labour	Reallocation of resources.

Teaching

Needs	*Action required*	*Institution/agency responsible*	*Resource implications*
More trained personnel, particularly for vocational preparation, & maths & science teaching.	Expand teacher training programmes (pre-service/in-service).	Ministry of Education Teachers colleges	Allocation of funds.
Teachers sensitive to specific needs of girls & changed perceptions of gender stereotypes.	Through pre-service/in-service training to create awareness of these issues.	Teachers colleges Classroom teachers (primary & secondary) Heads of schools.	Reallocation of existing resources.
Teachers equipped with skills which are free of gender bias.	Through pre-service/in-service training to develop skills in: • raising consciousness of the role of women • increasing self-esteem & self-confidence • promoting equal participation in classroom interaction • increasing problem-solving and spatial skills in girls • using positive role models • increasing career awareness.	Ministry of Education	Reallocation of resources.

Educational and vocational guidance

Needs	*Action requires*	*Institution/agency responsible*	*Resource implications*
Trained personnel in vocational guidance & career education.	Expansion of pre-service & in-service training to include units of study specifically for girls.	Ministries of Education, Employment & other relevant Ministries (e.g. labour, rural development, small industries).	Trained personnel.
Equal opportunities for girls in vocational education to counter the cultural demarcation of courses into masculine & feminine areas.	Equal access of boys & girls to all vocational courses & a common curriculum for both.	Ministry of Education Schools & post-school education & training institutions.	Increased special facilities (e.g. in home economics & industrial arts).
Motivating girls to enter non-traditional training & employment.	Special programmes by guidance counsellors. Creating awareness through mass media.	Guidance units Employers, Parents Mass media (e.g. TV, radio, etc).	Committed personnel.
Vocational curriculum more relevant to socio-economic needs (e.g. Agriculture, Home Economics)	Examination & revision of curriculum syllabi – materials.	Curriculum development unit. Ministry of Education.	Reallocation of resources.

Non-formal vocational training

Needs	*Action required*	*Institution/agency responsible*	*Resource implications*
Identification of educational & vocational needs of out-of-school girls & women.	Assessment survey.	Non-formal education unit, technical & vocational unit, Ministries of Education, Employment, Youth & Culture, Women's organisations, Tertiary institutions.	Reallocation of resources.
Relevance of provisions to needs of girls & women.	Provision of the facilities and services women require (e.g. markets and child care) within reach of educational institutions. Preparation of appropriate curriculum materials. Organisation of courses at times & locations suited to the needs of girls & women.	Ministry of National Development, Ministry of Labour Education institutions.	Allocation of resources.

Disadvantaged groups

Needs	*Action required*	*Institution/agency responsible*	*Resource implications*
Increased participation and achievement by girls and women of minority ethnic groups in education and its vocational outcomes.	Development of programme resources, materials & methods of instruction to increase the self-confidence & self-esteem of these girls & women to assist them to utilise available education.	Ministry of Ethnic Minorities Ministry of Education Ministry of Labour	Trained personnel.

Annex I

NOTES ON PRESENT AND FUTURE ACTIONS IN THE MEMBER STATES

Country follow-up plans

Participants of the Regional Training Workshop on the Improvement of National Educational and Vocational Guidance and Career Awareness in Women and Girls prepared follow-up plans for initiatives to be implemented to effect change for improved vocational guidance and career awareness provisions for women and girls within the framework of supports and constraints in their own countries.

Some of the plans focus on national workshops to address issues considered at the workshop. Others present activities which could be incorporated into the programmes of administrative units in which participants work.

The follow-up plans are intended to complement and extend existing activities. It is appreciated that they will be subject to modification after consultation with relevant officers and staff in their respective countries. The follow-up plans prepared by participants are summarized below.

AUSTRALIA

The Government recently announced a new traineeship scheme which will provide equally for girls and boys to combine work and training in industries and occupations where employment opportunities are expanding. In addition, the Government has announced legislation requiring large private employers and higher education institutions to draw up their own plans for broadening opportunities for women, similar to affirmative action programmes already under way in many areas of public employment.

Current work on broadening and extending participation in schooling for girls from groups disadvantaged by cultural and socio-economic differences will need to be extended through Commonwealth programmes and through action at State and school levels.

Work on removing bias and sex stereotyping from curriculum and on developing curricula which include the interests and experiences of girls and boys is in progress in most States and nationally in the Curriculum Development Centre within the Commonwealth Schools Commission.

A pilot in-service programme is also being undertaken to encourage closer co-operation between teacher education and schools in promoting girls' participation in maths and science.

It is proposed that Australia contribute expertise and materials towards activities such as:

a) Revision and/or construction of gender free tests and inventories as well as gender inclusive educational and vocational guidance materials;

b) Programmes to promote awareness of the need for affirmative action strategies in education, training and employment; and

c) Programmes to promote girls' participation in maths and science, encouraging co-operation among schools and colleges for teacher education.

BANGLADESH

Orientation programme on educational and guidance services:

As Bangladesh has no provision for educational and vocational guidance at primary and secondary level, an orientation programme will be organized to create awareness among policy makers, key administrators, teacher educators, and curriculum and guidance specialists, of the need for such programmes. It is expected that an outcome will be the development of a national plan for the organization of guidance services, curriculum revision and development, training of qualified personnel and evaluation.

FIJI

In-service workshops for secondary school teachers:

It is intended to organize a series of in-service workshops for secondary school teachers in order to make them aware of their role in developing the full potential of girls and to improve classroom interaction, school organization, curriculum and educational materials so as to promote equal opportunity for boys and girls.

INDIA

Programmes to improve guidance services for girls and women:

In India an infrastructure already exists in the National Council for Educational Research and Training (NCERT) and State education departments. But as there is a need to orient guidance services to meet the needs and problems of girls and women, follow-up activities to be organized by NCERT will include:

a) Four conferences to orient key personnel involved in guidance programmes to these specific needs and problems;

b) Training programmes and refresher courses for counsellors and career teachers to strengthen guidance programmes for girls and women; and

c) In-service training of teachers at primary and secondary level and non-formal education teachers to introduce a component in guidance for girls and women.

INDONESIA

Workshop on career guidance:

A policy decision has already been taken in Indonesia to establish a career guidance unit in each regional education office and to introduce career guidance as a co-curricular activity in primary and secondary schools. In this context it is proposed to organize three workshops:

a) A workshop for key persons from education, manpower and industries departments to develop guidelines for policies and programmes;

b) A workshop for regional officers of these departments and selected principals of schools to develop plans for the organization and structure of guidance units at regional level; and

c) A workshop for school counsellors, teachers and parents to develop a plan for the organization and functioning of career guidance units in schools.

JAPAN

Development of educational materials to promote career awareness of girls:

In Japan career guidance is an integral component of the secondary school curriculum but there is a lack of materials geared to developing the potential of girls in relation to opportunities in the world of work. The follow-up plan envisages the preparation of educational and guidance material focussed on the needs of girls for distribution to schools and parents.

REPUBLIC OF KOREA

Workshop on career guidance for secondary school teachers:

In spite of the remarkable increase in the number of working women, there are still barriers to entry to remunerative areas of employment. There is also a lack of awareness of the need for guidance programmes to meet the specific needs of girls.

The Department of Curriculum Development and the Division of Education and Training will organize workshops to make secondary school guidance teachers aware of these specific needs, and to equip teachers with the knowledge and skills necessary to provide effective guidance.

MALAYSIA

Follow-up programme for educational and vocational guidance:

The workshop's proceedings and outcomes sent to the Ministry of Education will hopefully bring about the following:

a) Review of the curriculum;

b) Review of text books;

c) Teacher training – introduction of educational and vocational guidance as a syllabus in teacher training colleges; and

d) In-service courses in educational and vocational guidance courses for primary school teachers.

NEPAL

National workshop to review and revise the teacher education curriculum with reference to educational and vocational guidance for girls and women:

Educational and vocational guidance is not offered as a separate course in teacher education institutions in Nepal and current provision in the general curriculum does not take note of the specific needs of girls and women. It is proposed therefore that the Women's Education Unit of the Ministry of Education should organize, in collaboration with the Institute of Education of Tribhuvan University, a national workshop at which teacher educators, curriculum specialists and co-ordinators and counsellors of the Special Project for Girls will revise the teacher training curriculum and prepare materials which meet the specific needs of girls, with a view to their incorporation in guidance courses for school teachers.

NEW ZEALAND

Programme for the promotion of educational and vocational guidance for girls and women:

In New Zealand the National Advisory Committee on Women and Education is expected to be re-established next year and three women education officers appointed. It is recommended that the following series of activities be organized under the direction of this Committee and its officers:

a) Development of non-sexist curriculum materials to promote career awareness and increase self-esteem among girls;

b) Pre-service and in-service teacher training workshops for infant, primary and secondary school teachers to develop and use such materials;

c) Supplementary parent education courses; and

d) Special programmes for the educational and vocational guidance of Maori girls and women.

PAKISTAN

Creating awareness among staff of the Secondary School Women's Matriculation Project regarding educational and vocational guidance for women and girls:

The Secondary School Women's Matriculation Project is a vocational course for girls and women conducted through distance education by the Open University. It is planned to organize workshops in each project area to instruct fieldworkers and tutors of the need for guidance programmes to develop the potential of girls using resource materials. A long-term plan is to develop a distance education course leading to a diploma or degree in career counselling.

PAPUA NEW GUINEA

Workshop for Syllabus Advisory Committee:

Papua New Guinea has career guidance programmes in the school curriculum but there is a need for materials that avoid gender bias. It is proposed therefore to organize a workshop for members of the Syllabus Advisory Committee in order to review and revise existing materials and to prepare new curriculum materials that will be free from bias and will promote gender equality.

PHILIPPINES

Workshop on career guidance with special reference to girls and women:

In the Philippines there has been priority given to technical and vocational education where career guidance and placement services are considered to be an important component. Efforts are being made to strengthen these services along with the research and evaluation units of technical and vocational institutes all over the country. Within the framework of the programmes already developed, a national workshop is proposed for school administrators, career guidance counsellors, employers and teachers in order to change stereotyped perceptions among women and girls and to develop action plans.

SRI LANKA

Workshop on educational and vocational guidance with special reference to girls and women:

In Sri Lanka a school counselling service project has commenced and 25 counsellors have been trained. A workshop for these counsellors is proposed in order to:

a) promote awareness of the potential of girls in relation to job opportunities; and

b) assist counsellors to develop a plan of action for changing the attitudes of teachers, students, parents and employers towards the employment of girls in non-traditional jobs.

THAILAND

Expansion of vocational guidance programmes in schools:

Within the framework of the programme already developed for vocational guidance in schools under the 'Complete Cycle Model for Vocational Guidance Development', it is proposed to introduce new and specific activities based on the concepts discussed and the suggestions made at the regional workshop. A time-frame has been developed for this purpose.

TONGA

Workshop for primary school student teachers to promote gender equality in teaching and learning practices:

As the primary school is the first stage of formal education it is considered important to make teachers aware of the implications of gender role stereotypes in teaching and learning materials and procedures. A workshop is therefore planned for primary school teachers for this purpose. The workshop will discuss gender bias in teaching, learning and school organization, and will assist teachers to develop skills to overcome such biases and gender free educational materials.

WESTERN SAMOA

Creating awareness through in-service training:

As Western Samoa is in the initial stage of developing career education it is proposed that a series of workshops be organized at sufficient levels to create awareness of the need for career education for girls and to develop appropriate strategies. The workshops will include:

a) A national workshop for teachers;
b) Workshops for guidance cells from a few schools; and
c) Workshops for teachers of a single school.

Annex II

EXAMPLE OF TEACHER PRACTICES TRAINING UNITS

A. Case studies of women in non-traditional jobs

Information gained from the following activities can be collated to form case studies:

a) Collect data about women in non-traditional jobs in the local area, if possible, and in the State and country;

b) List out specifications of jobs for different job titles, (e.g. manager, legal practitioner);

c) Interview;

d) Career talk by career women/career mother;

e) Visit to the work place; and

f) Compile posters, pictures on non-traditional jobs.

Interviews with women in non-traditional jobs

Identify women in non-traditional jobs. Choose one or more jobs appropriate for girls in your school depending on women available in these areas.

Use tape and/or a video recording to conduct an interview by students in the classroom or at work.

The following questions could be used in the interview:

Regarding job descriptions –

- How would you describe your work?
- What do you like most about your work?
- How did you arrive at your decision to take up this work?
- What pay do you receive?
- In what way is your job satisfying to you?

Regarding education and training or experience –

- What educational qualifications do you have?
- What training was necessary?
- What experience did you have?
- Did your training require you to work long hours?

Regarding the courses required –

- What courses or subjects did you study to gain entry to your job?
- How long did the training last?

B. Action research

Action research is a model for bringing about change. The approach is collaborative, involving all the people who are concerned with the problem. The rationale for this approach is that those involved in the process are more likely to be committed to change. Action research as a four-stage process involves:

a) Definition of the problem

Examples of problem areas include curriculum bias, classroom dynamics, use of the playground, position of women in the decision making structure of the school/institution, girls' subject choice, and destinations of school leavers.

b) Observation

Data is collected by observation and analysis of factors which will help identify key elements in the problem. Relevant factors include teacher time and attention to students by gender, and utilisation of playground space by gender.

c) Action

Following analysis of data collected on the problem, the decision making structures in the school/institution are considered and strategies developed for implementing changes which will bring about the resolution of the defined problem.

d) Reflection

Evaluation is undertaken to assess the extent to which the change has been successful and whether further actioa needs to be taken. Other problems evident in the area are identified at this time.

C. How to set up a career club

The school may consider appointing the careers teacher to administer the club. The members of the club are the school's students.

The purpose of the career club is to:

a) collect data on employment in the area, state and country;

b) list employment opportunities in the government and private sector – same employment and different employment; and

c) draw attention to employment opportunities in traditional and non-traditional fields.

Activities may include:

a) Case studies of specific careers. Each study should set out:

i) the nature of the job,
ii) training/qualification required,
iii) pay structure/scheme,
iv) promotion opportunities,

v) benefits, loans, medical care, etc.,
vi) permanent, provisional, temporary status,
vii) place of work,
viii) in-service training opportunities for further promotion, etc., and
ix) how to get this job (application through newspaper advertisement; application through government circular, etc; interview procedure and etiquette).

b) Career talks, discussions and seminars.

c) Career visits to places of work and training.

d) Interviews of people on the job, including parents who represent a cross-section of employment possibilities.

e) Career days/weeks – to encourage parental and community participation through exhibitions of various fields of employment and meetings with role models.

f) Student job preference surveys.

g) Research on former students who have proceeded to higher education.

h) Developing and administering tests which gauge aptitude and interests – these tests need to be free of sex and cultural bias.

i) Job placement and job experience – to give students a glimpse of the world of work.

j) Organizing the club room as a resource centre for job and employment information and referral.